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# SafeMa

Study Visits 18-20 November 2019

Session: Clinical simulation as a base for reflection

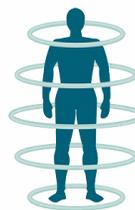


<http://www.teamobs.dk/>

**UCN** UNIVERSITY COLLEGE  
OF NORTHERN DENMARK

SafeMa - Project Number : 598946-EPP-1-2018-1-VN-EPPKA2-CBHE-JP

**NordSim**  
Center for færdighedstræning og simulation

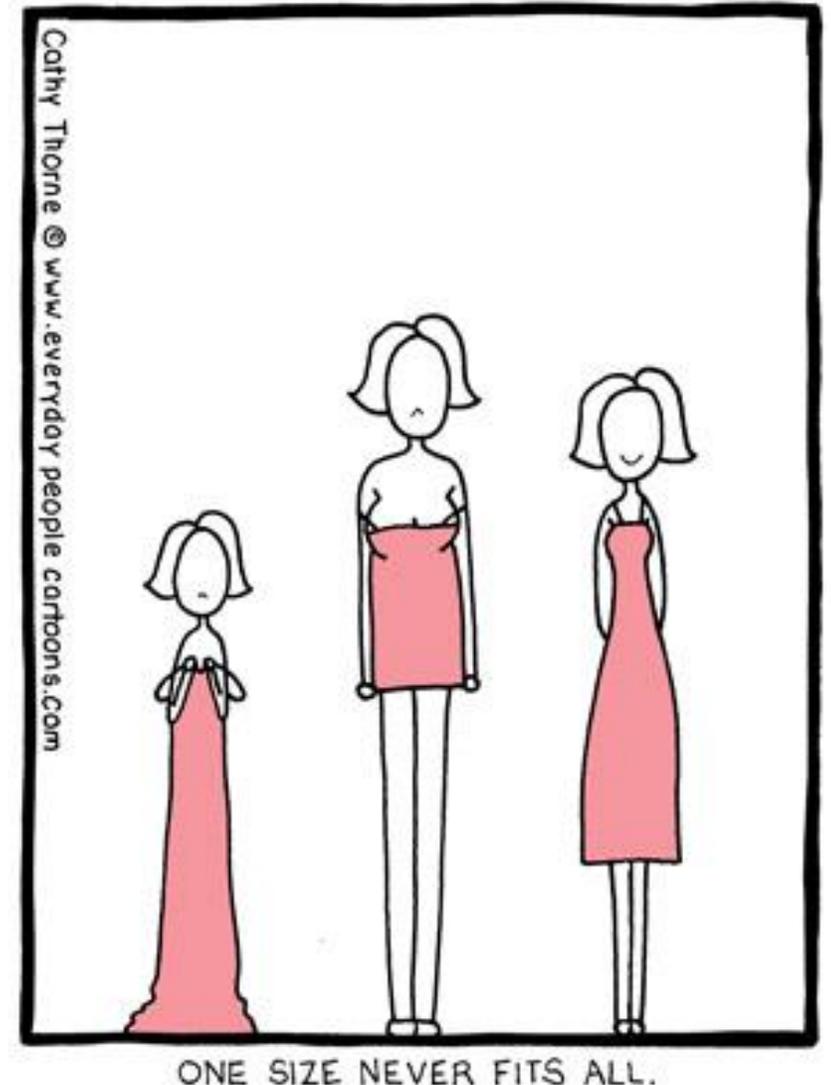


<http://www.jordemodertoren.nghn.dk/resurser-for-jordemodre/simulering/artikel/et-skridt-feran-prioritet-og-kommunikation/>

# Theory and clinical practice

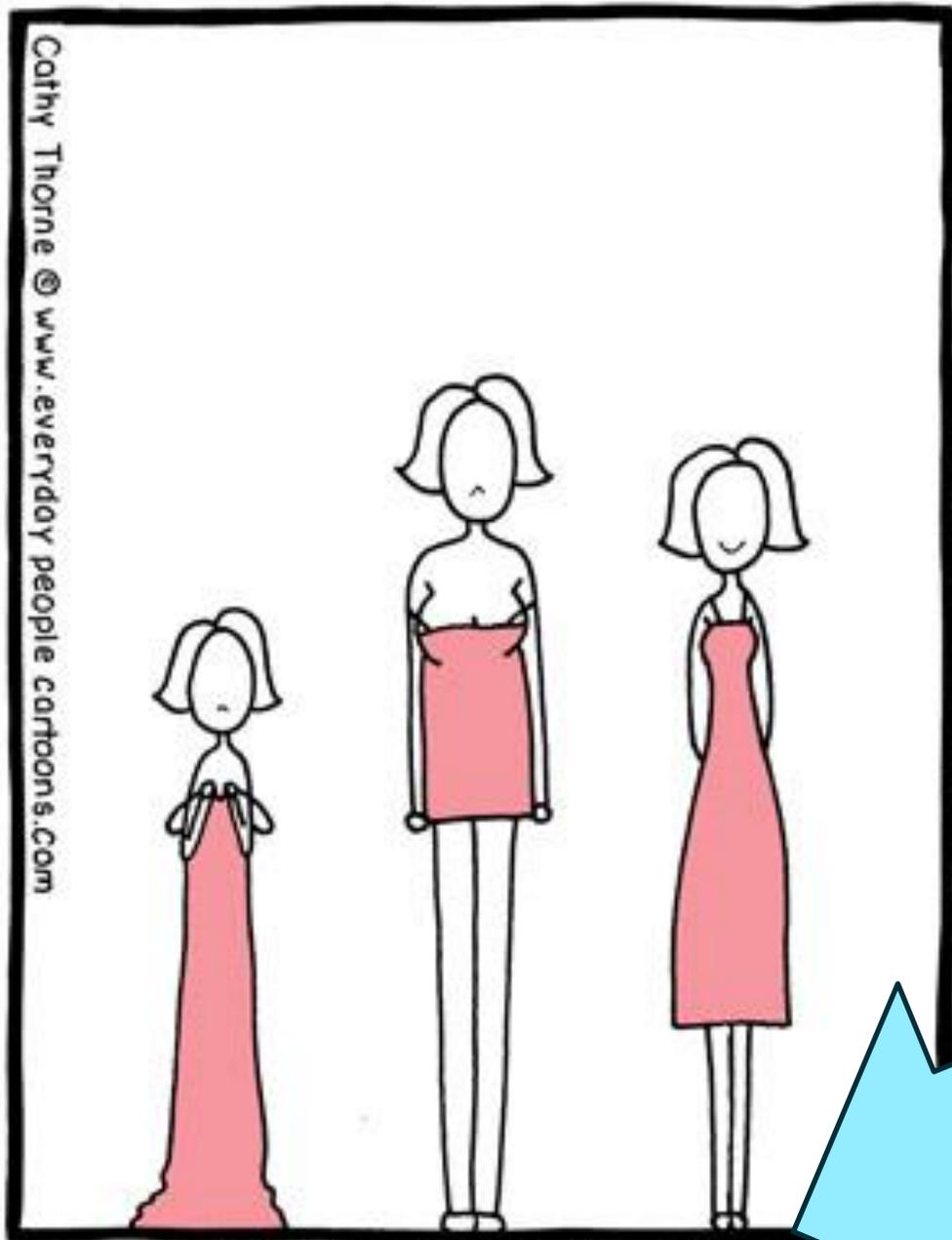
- Theory is a statement about circumstances or situations in real life (clinical practice)
- Theory is a statement which is detached from each circumstances and situations
- *Reflection-in-action* and *reflection-over-action* can prevent our care from being routine-based

(Schön 2001)



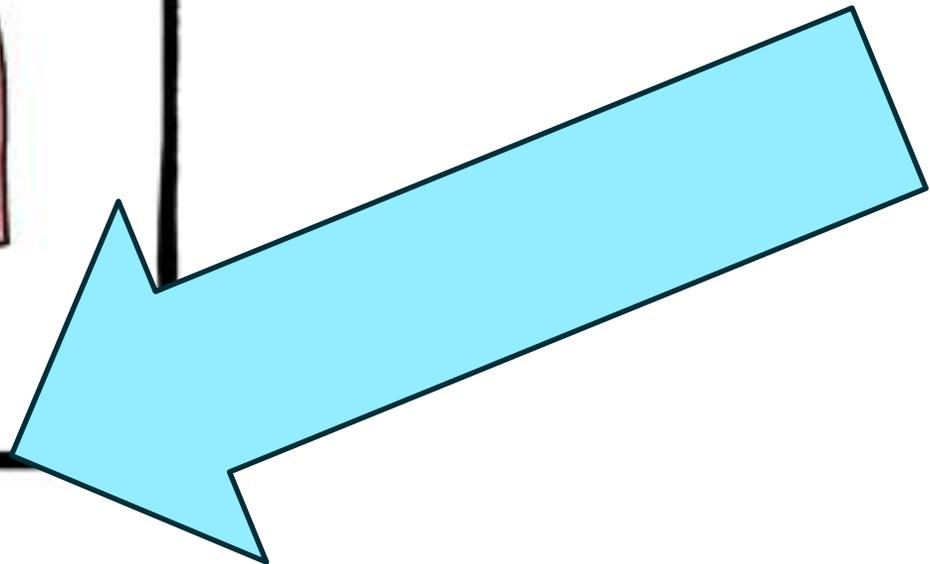


## Theory and clinical practice



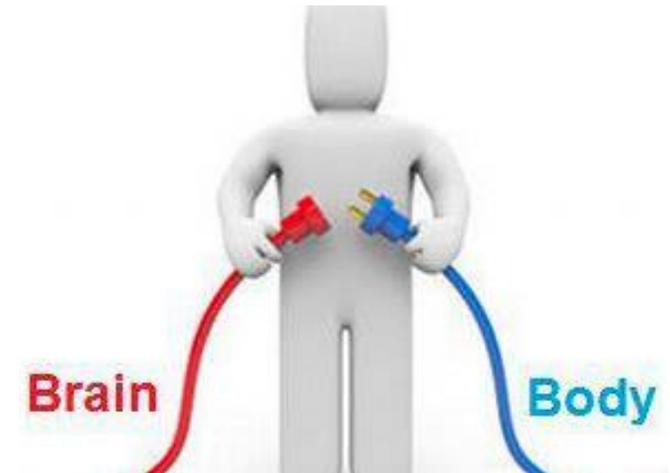
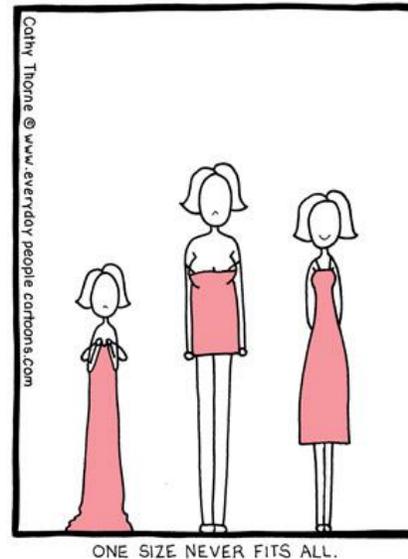
Cathy Thorne © www.everyday people cartoons.com

ONE SIZE NEVER FITS ALL.





# Simulation can connect theory and clinical practice and the brain and the body

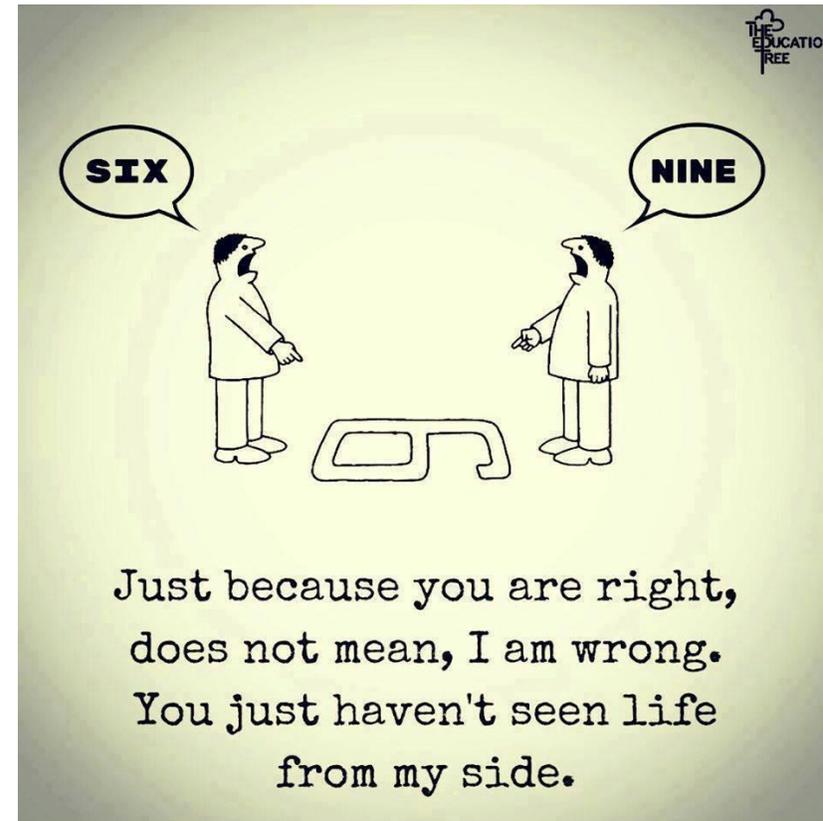


## Reflection-in-action and reflection-over-action



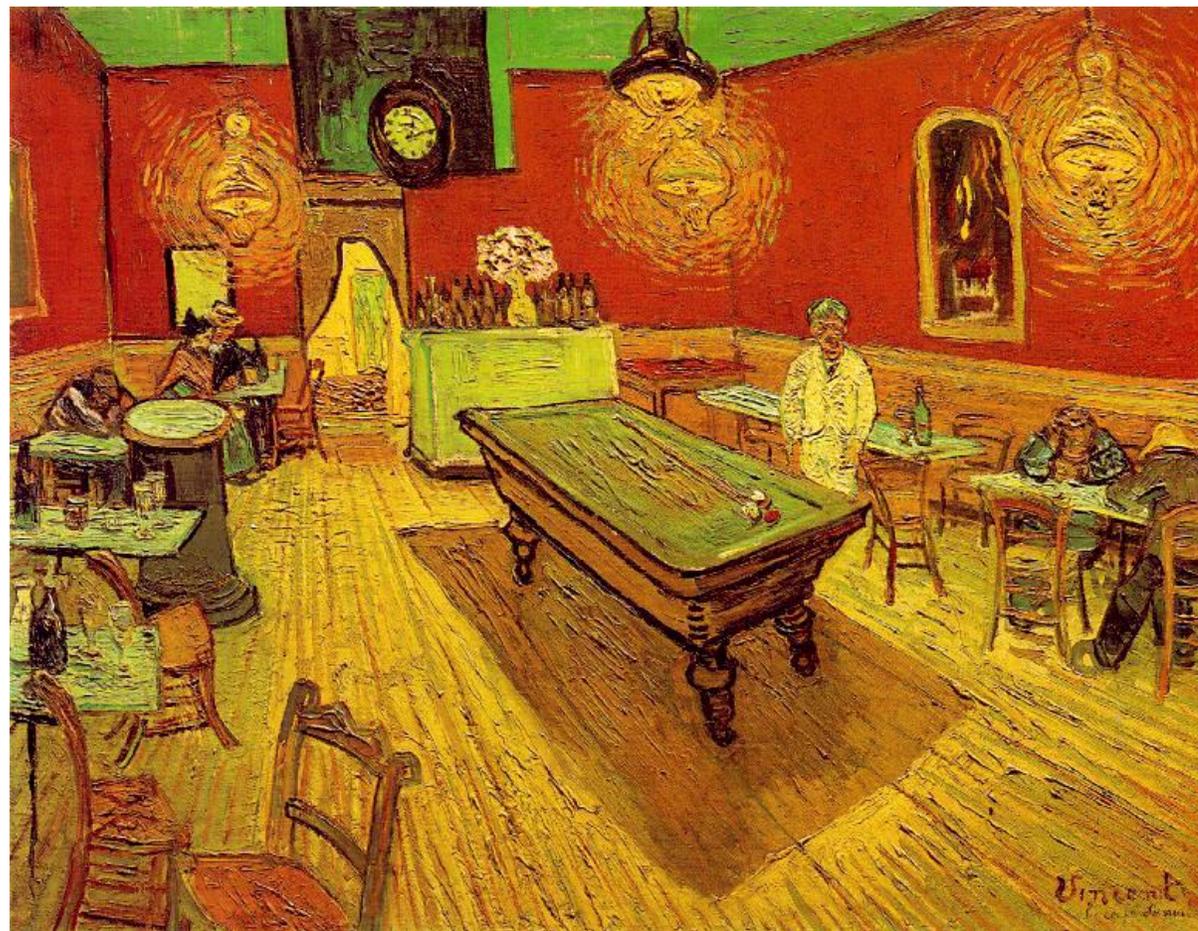
# Simulation can bring new perspectives and realisations

We see the world the way,  
we experiences it



# What do you see?

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# Simulation as a learning tool

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Clinical skills



Team training



Communication



**Reflection over  
practice, knowledge,  
and action**

# Today's simulation

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1: Introduction to the case, learning targets, the room, equipment and to the simulation method, 5 minutes



2: Simulation: 4-5 participants, 10 minutes



3: Debriefing, 15 minutes



4: Short summary

# Learning outcomes for simulation

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To assess whether the woman should stay at the delivery ward. This includes relevant actions, tests or similar.



Interprofessional collaboration



# Theory base

## – teachings prior to simulation

- Usually you teach the specific subject prior to simulation – either immediately preceding or earlier
- The theory should be directed to the learning outcomes.



# Debriefing

= reflection on reflection-in-action



Description: the participants share their experience in the simulation



Analysis: the simulation facilitator asks questions to explore further



(Application)

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# References

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- Schön, D. (2001) The Reflective Practitioner - How Professionals Think in Action